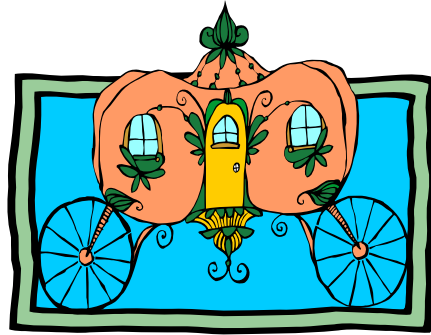


Literature Focus Unit

"Cinderella"



April Zuber
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Literacy Block

Theme

The theme for this literature focus unit is Cinderella. This will provide the students with the opportunity to study one of the most time honored fairy tales, and see how other cultures tell the same story according to their traditions. The students will explore various Cinderella stories from all over the world, and apply what they have read in a wide variety of activities.

Books

- ❖ Cinderella retold by Fred Crump Jr.
- ❖ Cinderella translated by Marcia Brown
- ❖ Cinderella Chant by Orin Cochrane
- ❖ Cindy Ellen: A Wild Western Cinderella by Susan Lowell
- ❖ Dinorella: A Prehistoric Fairy Tale by Pamela Duncan Edwards
- ❖ Fair, Brown, and Trembling: An Irish Cinderella Story by Jude Daly
- ❖ Mufaro's Beautiful Daughters: An African Tale by John Steptoe
- ❖ That Awful Cinderella by Dr. Alvin Granowsky
- ❖ The Egyptian Cinderella by Shirley Climo
- ❖ The Golden Slipper: A Vietnamese Legend retold by Darrell Lum
- ❖ The Irish Cinderlad by Shirley Climo
- ❖ The Korean Cinderella by Shirley Climo
- ❖ The Persian Cinderella by Shirley Climo
- ❖ The Rough Face Girl by Rafe Martin
- ❖ Vasilissa the Beautiful: A Russian Folktale adapted by Elizabeth Winthrop
- ❖ Yeh-Shen: A Cinderella Story from China retold by Ai-Ling Louie

Other Resources

- ❖ Once Upon a Time: Tales that Teach by Sara Zuber and Christine Lechleitner
- ❖ Under the Fairy Tale Tree: A Whole Language Approach to Teaching Thinking Skills by Vowery Dodd Carlile
- ❖ 50 Graphic Organizers for Reading, Writing and More by Scholastic Professional Books

Academic Standards

Language Arts

- ❖ 4.2.5 Compare and contrast information on the same topic after reading several passages or articles.
- ❖ 4.5.1 Write narratives (stories) that:
 - include ideas, observations, or memories of an event or experience
 - provide a context to allow the reader to imagine the world of the event or experience
 - use concrete sensory details

- ❖ 4.3.4 Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.

Mathematics

- ❖ 4.7.4 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, tools, and models to solve problems, justify arguments, and make conjectures.

Social Studies

- ❖ 4.3.1 Use latitude and longitude to locate places in Indiana and other parts of the world.

Theatre

- ❖ 4.6.1 Create a short dramatic scene from narrative literature.

Visual Arts

- ❖ 4.9.2 Identify and control different media, techniques, and processes to effectively communicate ideas, experiences, and stories including:
 - Ceramics:
 - Media: modeling clay, clay substitutes, glazes, stains, paint
 - Processes: pinch and pulled forms, surface decoration, slab, drape mold, coil

Objectives/Goals

- ❖ The students will be able to compare and contrast the same story from different cultures using a variety of measures.
- ❖ The students will learn that stories are told from different perspectives.
- ❖ The students will be able to write about the Cinderella story from a different characters perspective.
- ❖ The students will be able to represent information gathered from the class in a graph and explain the results.
- ❖ The students will be able to locate different countries on a map and pinpoint them.
- ❖ Students will be able to compare the distance of those different countries from Indiana.
- ❖ Students will be able to act out their own version of Cinderella through playacting or a puppet show to demonstrate comprehension and an understanding of sequence.
- ❖ The students will be able to use their creativity to make their own version of Cinderella's shoe.

Activities

- ❖ Students will pinpoint on a map the different locations of the countries that the Cinderella stories we are reading originate. This will provide a visual aid for

the students to see where the Cinderella story has been passed, and how many different versions there are. This meets Gardner's visual/spatial intelligence.

- ❖ The students will design and decorate a shoe that can represent what Cinderella or Cinderlad may wear using clay, beads, ribbon, thread, jewels, glazes, paint, and any other materials needed. This will provide a fun, creative art twist to Cinderella instruction. This meets Gardner's visual/spatial intelligence.
- ❖ The class will be split up into even groups. Each of those groups will put on a play or a puppet show of their favorite version of Cinderella. This is a creative way for the students to relate to the different characters in the Cinderella stories. This meets Gardner's bodily/kinesthetic intelligence.
- ❖ Each of the groups of students will choose two different versions of Cinderella, and complete a Venn Diagram comparing and contrasting the different elements of the two versions. This will help the students notice continuing themes and differences between Cinderella stories from different cultures. This meets Gardner's logical/mathematical intelligence.
- ❖ After reading *That Awful Cinderella*, each student will write their own version of a Cinderella story from a different characters perspective such as the prince, stepmother, fairy godmother, or stepsisters. The students will also make a cover, binding, and an author auto-biography for their story. This will help show the students' understanding of the story from a completely different angle. This meets Gardner's verbal/linguistic intelligence.
- ❖ The students will sing the *Cinderella Chant* as an introduction activity. This will help spark their interest because it is a unique way to read the classic story of Cinderella. This meets Gardner's musical intelligence.
- ❖ After reading several versions of Cinderella, the students will write in their journals discussing which story they have liked the best. The students will have to include what elements are located in all of the stories, why they like one version over the other, and some unique cultural elements that stand out in the different stories. This meets Gardner's verbal/linguistic intelligence.
- ❖ The students will complete a character analysis on a character of their choice. They will fill out a character map on that specific person, and then write an acrostic poem containing those characteristics. This meets Gardner's verbal/linguistic intelligence.
- ❖ The students will take a tally of every student's shoe size in the class. In their groups, the students will construct a bar graph representing the various class shoe sizes. Then each graph will "make their graph talk" according to the information provided. Each student in the groups will fill out a phrase bubble to go with their graph. This meets Gardner's logical/mathematical intelligence.
- ❖ Books baskets will be available for the students to read extra versions that we are not covering in class during individual reading time, or free time.

Time Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	*Introduction with <i>Cinderella Chant</i> *Read the classic Cinderella Tale aloud *Assign groups for play/puppet shows and group work *What is a fairy tale?	*Read <i>The Irish Cinderlad</i> *Character analysis (character web/poem) *Meet with groups to make decisions about play/puppet show (turn in a proposal)	*Read <i>The Korean Cinderella</i> *Fill out Venn Diagram (comparing and contrasting two different tales) *Note key Cinderella elements (they should be noticing some)	*Read <i>The Rough Face Girl</i> *Journal work *Work on plays/puppet shows with group members	*Read <i>That Awful Cinderella</i> *Mini-lesson on point of view *Assign the students to write their own version of Cinderella (due next Friday)
Week 2	*Read <i>The Egyptian Cinderella</i> *Pinpoint locations on a map of the world *Work on plays and puppet shows	*Read <i>Mufaro's Beautiful Daughters</i> *Design shoes out of clay *Work on plays and puppet shows	*Read <i>The Golden Slipper</i> *Take a tally of students shoe size *Make bar graph from results (make graphs talk)	*Read <i>Vasilissa the Beautiful</i> *Students list Cinderella elements *Mini-lesson on Cinderella elements *Final work on plays and puppet shows!	*Read <i>Yeh-Shen: A Cinderella Story from China</i> *Cinderella stories due *Groups present their plays or puppet shows

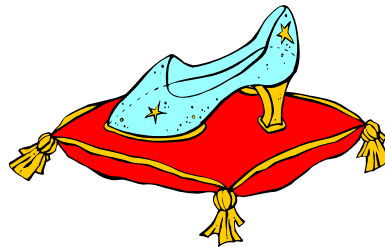
Grouping

In order to have the most effective grouping, the students will be arranged covering various ability levels. I will rank the students general abilities from strongest to weakest. I will then take the students from the top and bottom and combine them with two to three students that range in the middle. This way students that look at problems or projects from different perspectives can combine ideas and learn from one another. The other groups will be formed using the same method by taking the next top and bottom student and combining them with middle ranged students. The groups will stay the same throughout this Cinderella unit, but will be switched around once new units begin or for other group work outside of the focus unit. This will provide an opportunity for all of the students to work together throughout the year.

Checklist

As each activity is completed, check it off on the corresponding blank. ☺

- 1. Choose a version of a Cinderella tale to perform in a play or puppet show _____
- 2. Turn in a proposal for the play or puppet show _____
- 3. Character analysis _____
- 4. Character poem _____
- 5. Completed Venn Diagram _____
- 6. Journal Work _____
- 7. Cinderella story from a different characters point of view (due following Friday) _____
- 8. Pinpoint the locations of Cinderella stories around the world on the map _____
- 9. Design and decorate Cinderella’s shoe _____
- 10. Tally your classmates’ shoe size _____
- 10. Make a bar graph representing class shoe sizes _____
- 11. Perform in the play or puppet show _____



Bloom's Taxonomy

How would you describe Cinderella? (Knowledge)

Who were the main characters throughout all of the different versions of Cinderella? (Knowledge)

What is the main idea or moral of the Cinderella stories? (Comprehension)

How would you compare and contrast Cinderella to her stepsisters? (Comprehension)

What examples can you find to support why the Prince always ended up with Cinderella? (Application)

What would result if Cinderella would not have lost her shoe? (Application)

What questions would you ask in an interview with the wicked Stepmother, or any other favorite character? (Application)

What are the parts or features of Cinderella stories? (Analysis)

What is the relationship between the Cinderella stories from different cultures? (Analysis)

Can you think of an original way for the Prince to find Cinderella? (Synthesis)

What would happen if the glass slipper or shoe fit on one of Cinderella's stepsisters' feet? (Synthesis)

What is your opinion of how Cinderella was treated in each of the stories? (Evaluation)

How would you prioritize your day so you get everything done to go to a party? (Evaluation)



